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ABSTRACT

This report from the East Lake Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 23 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) the level of student achievement remained considerably above that of the system in reading, and similar to the system in math; (2) the greatest improvement was in the area of reading; (3) the systemwide goal of having at least 50 percent of the scores at or above the national norm was met schoolwide in both reading and math; (4) scores on the criterion-referenced test declined both in reading and math at the first- and third-grade levels; (5) basal progress continued to be stronger in math, but the greatest growth was experienced in reading; and (6) the principal and faculty should be commended and should continue to work on improvements in reading, especially at the first- and third-grade levels. Descriptive statistics and test scores are presented in 16 tables. (VM)

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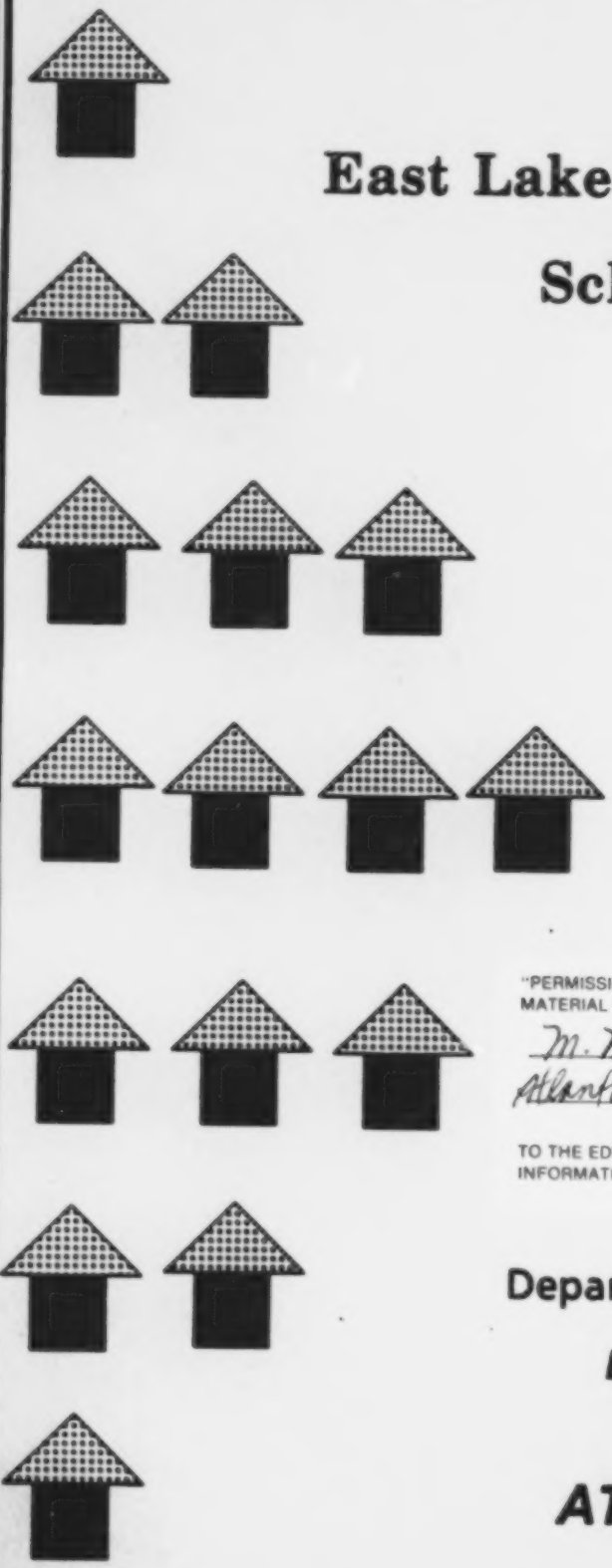

East Lake Elementary School

School Report

1986-87

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ATLANTA PUBLIC SCHOOLS

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EAST LAKE ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Carol Vivona, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms -- a narrative analysis followed by accompanying data sheets.

FINDINGS

1. There has been a gradual increase in enrollment from 1983 through 1986. Enrollment stabilized during the 1986-87 school year.

2. Over one-fourth of the students participated in the Chapter I compensatory reading or mathematics program.

3. Although 23 percent of the kindergarten students attended the Title XX day care program based at East Lake, almost 60 percent of the kindergarten students had no day care experiences.

4. All but one first grade student attended kindergarten.

5. The percentage of students at East Lake new to Atlanta Public Schools was above that of the system. The percentage of students new to East Lake was below that of the system.

6. Student mobility has gradually increased and remains considerably above that of the system.

7. Student attendance increased and was above that of the system.

8. Staff attendance decreased slightly and was below that of the system.

9. Based on the fall screening results, students at East Lake entered kindergarten less prepared than similar enrollees systemwide. In each skill area, the percent of students mastering that skill area was below that of the system.

10. By the end of the year, 88 percent of the kindergarten students had completed and mastered Getting Ready to Read, one of the minimum requirements for progression to first grade.

11. The average number of basal reader magazines completed during the year was above the system average in the second, fourth, and fifth grades. The system goal of half of the students completing all of the expected material was met in the second, fourth, and fifth grades. Although the goal was not met in the first and third grades, over 36 percent of the first graders completed Cloverleaf and many of them completed Sunburst, a second grade book. Moreover, approximately 20 percent of the third grade students completed one or more magazines in Medley, a fourth grade book.

12. The average number of units completed in the mathematics basal was above the system average at all grade levels. Moreover, the system expectation of half of the students covering all of the expected units was exceeded at all grades.

13. The percentage of kindergarten students scoring above the national norm on the California Achievement Tests (CAT) increased in reading and was above that of the system but decreased in mathematics and was below that of the system.

14. The percentage of students scoring at or above the national norm on the Iowa Tests of Basic Skills (ITBS) increased considerably in reading but declined by one percentage point in mathematics. However, in both reading and mathematics, the percentage of students scoring at or above the national norm was above the system average. Over 50 percent of the students in the third, fourth, and fifth grades were at or above the national norm in reading. In mathematics, over 50 percent of the students in the first, second, fourth, and fifth grades were at or above the national norm.

15. Two-year matched ITBS scores reflected a significant increase in the percentage of students scoring at or above the national norm in all grades in reading and in the second and fourth grades in mathematics.

16. In social studies, the median percentile rank on the ITBS was above the national norm and above that of the state in the second and fourth grades.

17. In science, the median ITBS percentile rank at the second grade was below the national norm and below that of the state and system. At the fourth grade, student performance in science was above the national norm and above that of the state and system.

18. The average normal curve equivalent score (NCE) of students participating in the compensatory reading and mathematics programs reflected considerable growth in achievement in both reading and mathematics. The average gain in reading was greater than that made by similar students systemwide. The gain in math was less than the system gain.

19. Those students not receiving compensatory instruction exhibited an average NCE gain in reading but a loss in mathematics.

20. Based on the average scale score, the performance of first grade students on the Georgia Criterion-Referenced Tests (GCRT) decreased from that of the previous year in both reading and mathematics. The school average was below that of the system and the state in both areas.

21. The percentage of third graders passing the GCRT the first time tested decreased in both reading and mathematics. The school's average scale score was above the system but below the state in both reading and mathematics.

22. The average number of minimum skills mastered was equal to or above the system average in reading in all grades except third and fifth and in mathematics in all grades except fifth. However, based on the progression status report, minimum skills data for the fifth grade appear to be incorrect.

23. The percentage of students meeting progression requirements was above that of the system for the kindergarten, fourth, and fifth grades.

CONCLUSIONS

1. Based on the percentage of students scoring at or above the national norm on a standardized achievement test, the level of student achievement remains considerably above that of the system in reading and similar to the system in mathematics.

2. Based on achievement scores, the greatest growth has been in the area of reading.

3. The systemwide goal of having at least 50 percent of the students scoring at or above the national norm was met schoolwide in both reading and mathematics. This goal was also met at the third, fourth, and fifth grade levels in reading and at the first, second, fourth, and fifth grades in mathematics.

4. The average scale score on the GCRT declined in both reading and mathematics at both the first and third grade levels. The systemwide goal of reaching the state mean was not met at either grade level.

5. Basal progress continues to be stronger in the area of mathematics. However, the greatest growth has been in the area of reading. Moreover, more students are now reading in on-level or above-level magazines.

RECOMMENDATIONS

The principal and faculty should be commended for their flexibility and insightfulness in working towards increasing student achievement. They continue to engage in problem solving techniques and employ new strategies for improvement. Their growth in reading achievement is in all likelihood directly related to changes implemented during the year and careful internal monitoring. Continue efforts to improve reading progress particularly at the first and third grade levels. Concentrate on the integration of GCRT objectives in the instructional program at all grade levels.

DCRS/R & E
September 25, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year.. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

EAST LAKE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	354	361	399	418	418			64	18.1
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	19.0	74	1654.0	72
LOAD EXEMPT	6.7	26	640.2	28
TOTAL	25.7	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	115	28	5542	15
COMPENSATORY MATH	92	22	4850	13
BILINGUAL	1	0	571	2
K-GARTEN - APS DAY CARE	18	23	877	15
K-GARTEN - NON-APS DAY CARE	14	18	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	45	58	2652	45
FIRST GRADE - APS K-GARTEN	85	86	5801	89
FIRST GRADE - NON-APS K-GARTEN	13	13	627	10
FIRST GRADE - NO K-GARTEN	1	1	123	2
PUPIL-TEACHER RATIO	22.0		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	57	14	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	106	25	10469	28
MOBILITY INDEX:				
1984-85	.35		.29	
1985-86	.36		.30	
1986-87	.37		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		94.3		94.9
1985-86		94.9		95.1
1986-87		95.7		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		94.9		93.3
1985-86		94.9		94.0
1986-87		93.6		94.9

8/17/87

EAST LAKE ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	68	83	49	48	48	44	28	49	44	49	5	71
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-18	-13	-15	-40	-11	-23	-20	-35	-34	-39	-3	

8/14/87

EAST LAKE ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	5	7			4	5	67	88	76
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
EAST LAKE ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Magazines

Grade		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	5.6	62	17	87
	System	9	6.3	70	24	6469
02	School	6	5.8	97	67	66
	System	6	5.6	93	68	5635
03	School	6	4.7	78	37	73
	System	6	5.1	85	50	5233
04	School	4	5.9	148	84	58
	System	4	4.1	103	77	4974
05	School	4	4.8	120	96	57
	System	4	4.0	100	78	4508

7/08/87
EAST LAKE ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	13.6	105	71	87
	System	13	11.7	90	61	6894
02	School	13	12.7	98	88	66
	System	13	12.0	92	63	5770
03	School	13	11.6	89	66	73
	System	13	11.5	89	51	5265
04	School	13	12.9	99	91	58
	System	13	11.1	85	43	4974
05	School	13	12.4	95	88	57
	System	13	11.0	85	43	4514

East Lake Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	70	79	50	34	69	70	67	--	523
System	6,069	5,939	50	58	68	76	78	--	532

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Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		91	84	50	32	46	14
02		71	65	50	42	48	6
03		66	68	50	55	59	4
04		51	58	50	61	74	13
05		51	53	50	86	91	5
	School Total	330	328	50	52	61	9
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		91	84	50	60	58	-2
02		71	65	50	77	91	14
03		66	68	50	44	49	5
04		51	58	50	82	72	-10
05		51	53	50	76	62	-14
	School Total	330	328	50	67	66	-1
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

EAST LAKE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	47	36	51	15	47	70	89	19
	MEAN GE	2.7		1.7	2.7	1.0		2.3	3.3	1.0
03	PERCENT	50	61	36	57	21	61	70	51	-19
	MEAN GE	3.7		2.2	4.0	1.8		3.2	3.8	0.6
04	PERCENT	50	47	57	77	20	47	47	74	27
	MEAN GE	4.7		3.9	5.4	1.5		3.7	5.4	1.7
05	PERCENT	50	44	59	86	27	44	77	66	-11
	MEAN GE	5.7		4.8	7.9	3.1		5.1	6.2	1.1
SCHOOL TOTAL										
	PERCENT	50	199	46	67	21	199	66	69	3
	MEAN GE			3.3	4.7	1.4		3.4	4.4	1.0
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

East Lake Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	74	2.7	3.5	4.2	3.9
04	64	50	61	62	79	4.7	5.3	5.3	6.5

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	37	2.7	3.0	3.2	2.1
04	64	50	66	62	74	4.7	5.6	5.4	6.3

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EAST LAKE ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	14	35	19	36	16	27	23	45	13	46					85	38
		1987		50		48		43		59		62						52
		GAIN		15		12		16		14		16						14
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	6	35	28	56	43	50	25	55	27	59					129	54
		1987		47		59		57		59		78						62
		GAIN		12		3		7		4		19						8
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

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EAST LAKE ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	13	33	12	45	12	38	30	44	4	35					71	40
		1987		52		53		42		61		40						54
		GAIN		19		8		4		17		5						14
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	7	50	35	66	47	65	18	60	36	64					143	64
		1987		81		70		53		71		59						62
		GAIN		31		4		-12		11		-5						-2
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
EAST LAKE ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	90	78	56	74	57	74	89	86	80	50	61	207
	1987	84	75	54	55	45	71	79	68	74	50	61	205
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-3	-2	-19	-12	-3	-10	-18	-6	0	0	-2
DIFF. SCHOOL-SYSTEM (1987)			-4	-11	-13	-16	-7	-2	-13	-8	-14	-9	-6
DIFF. SCHOOL-STATE (1987)			-9	-22	-20	-14	-6	-6	-12	-7	-10	-8	-7

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	90	91	88	72	76	87	93	58	76	84	80	87	78	90	74	88	212
	1987	84	85	73	62	75	75	96	61	64	81	79	88	71	94	68	70	205
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		-6	-15	-10	-1	-12	3	3	-12	-3	-1	1	-7	4	-6	-18	-7
DIFF. SCHOOL-SYSTEM (1987)			-2	-15	-9	-5	-3	3	-7	-13	-1	-2	4	-14	1	-9	-13	-6
DIFF. SCHOOL-STATE (1987)			-5	-18	-17	-6	-5	2	-7	-7	-3	-2	3	-20	-1	-14	-12	-8

09/11/87
EAST LAKE ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	67	36	7	31	31	27	19	10	18	215	94
	1987	62	29	11	39	23	18	11	19	11	210	85
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-7	4	8	-8	-9	-8	9	-7	-5	-9
DIFF. SCHOOL - SYSTEM (1987)			-3	1	2	-7	8	-3	-2	3	2	-5
DIFF. SCHOOL - STATE (1987)			7	4	14	-1	11	1	3	6	-4	-9

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	67	39	19	16	19	18	39	39	13	33	28	21	25	213	97
	1987	62	16	26	52	24	39	39	39	16	21	23	10	13	208	90
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-23	7	36	5	21	0	0	3	-12	-5	-11	-12	-5	-7
DIFF. SCHOOL - SYSTEM (1987)			-9	-11	-7	-7	-4	-6	-3	-1	1	0	-2	-7	3	4
DIFF. SCHOOL - STATE (1987)			-1	-4	-1	-2	-1	3	7	-1	7	4	1	-3	-2	-2

8/03/87

EAST LAKE ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	97	100	96	96	96	96	96	95	95	99										10	77
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	0	1	3	-2	4	4	7	-1	0	1										1	
01	SCHOOL	96	76	75	85	75	75	75	75	75	87	78	93	94	95	99					13	85
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	4	-9	-9	-4	-7	-9	-8	-6	-7	-2	-6	6	4	0	5					0	
02	SCHOOL	85	95	85	82	82	82	82	85	95	85	82	98	98	95	100					13	66
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	-4	1	-3	-6	-6	-6	-4	-4	4	-2	-6	8	5	2	6					0	
03	SCHOOL	85	85	83	81	85	83	82	82	88	89	82	83	82	85	82	93	89			14	72
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-5	-3	-7	-7	-4	-6	-4	-5	-5	-2	-5	-6	-4	-6	-5	0	-4			-1	
04	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					15	58
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	7	7	8	7	8	7	10	8	8	8	8	8	7	8	6					1	
05	SCHOOL	61	68	77	61	86	74	74	75	67	60	56	60	67	51	60	56	61	60	70	12	57
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	-33	-26	-17	-32	-8	-20	-20	-18	-27	-34	-37	-34	-26	-42	-32	-37	-32	-34	-24	-6	

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EAST LAKE ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	100	100	100	97	99	96	97	96	97	97	95									11	78
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	2	5	6	3	5	1	3	3	5	1	8									1	
01	SCHOOL	99	98	98	98	86	92	78	80	82	92	89	86								11	85
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	1	0	2	5	-6	1	-11	-8	-6	2	-1	-5								0	
02	SCHOOL	98	97	98	98	98	98	97	97	98	98	98	98	98	98	98					15	64
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	1	1	5	5	7	6	4	2	6	2	3	3	5	6	8					1	
03	SCHOOL	93	89	81	86	85	86	88	88	88	83	83	85	85	86	82	85	85			15	72
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	-1	-5	-10	-7	-4	-3	0	-1	-4	-7	-5	-4	-5	-4	-7	-3	-3			0	
04	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100				16	58
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	6	8	5	7	9	10	8	7	9	8	11	9	8	9	10	12				1	
05	SCHOOL	54	50	71	82	75	66	70	77	71	57	57	52	54	48	48	48	48			10	56
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	-40	-44	-22	-10	-18	-26	-22	-13	-20	-36	-32	-39	-37	-41	-42	-39	-39			-5	

7/08/87 EAST LAKE ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	71	91.0	1	1.3	6	7.7	78
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	65	74.7	7	8.0	15	17.2	87
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	54	81.8	3	4.5	9	13.6	66
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	58	79.5	2	2.7	13	17.8	73
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	57	98.3	1	1.7		0	58
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	53	93.0	4	7.0		0	57
	System	4,136	92.2	220	4.9	129	2.9	4,485